

**ENGLISH CORE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1.	Prose	-	25 marks
2.	Poetry	-	25 marks
3.	Supplementary Reader	-	15 marks
4.	Grammar & Composition		
	a) Reading	-	10 marks
	b) Writing	-	10 marks
	c) Grammar Usages	-	15 marks

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**Total = 100 marks**

**I. Prose**

**Pieces To Be Read:**

1. Indigo – *by Louis Fischer*
2. The Rattrap – *by Selma Lagerlof*
3. Lost Spring – Stories of Stolen Childhood – *by Anees Jung*
4. Deep Water – *by William Douglas*

**II. Poetry**

**Pieces To Be Read:**

1. Keeping Quiet – *by Pablo Neruda*
2. A Thing of Beauty – *by John Keats*
3. Caring for Animals – *by Jon Silkin*
4. And So It Eventually Happened – *by R. Parthasarathy*

**III. Supplementary Reader**

**Pieces To Be Read:**

1. What Men Live By – *by Leo Tolstoy*
2. Enchanting Caves of Meghalaya – *by B. D. Kharpran Daly*

**IV. Grammar & Composition**

**Portions To Be Read:**

1. **Reading**
  - a) Unseen passages of various types (for comprehension, vocabulary enrichment and note-taking)
2. **Writing**
  - a) Short Composition like note-taking
  - b) Notice writing
  - c) Letter writing (formal & informal)
  - d) Letters of application for a job
  - e) Essay writing

3. **Grammar Usage**
- a) Transformation of sentences
  - b) Direct & Indirect Speech
  - c) Active & Passive Voice
  - d) Error correction in sentences
  - e) Use of word substitution
  - f) Opposite words

**Recommended Textbooks:**

- |    |  |   |  |
|----|--|---|--|
| 1. | <b>Resonance XII</b>   | - | Published by Macmillan India Ltd.,<br>S. C. Goswami Road,<br>Pan Bazar, Guwahati – 781001. |
| 2. | <b>Voices Classes XI &amp; XII</b>   | - | – do –   |
| 3. | <b>English Grammar &amp; Compositon</b>  | - | Published by Pearson Education,<br>482 F. I. E. Patparganj,<br>Delhi – 110092, India.      |
| 4. | <b>Current English Grammar &amp; Usage</b><br>By R. P. Sinha Edited by Prof. P. Madhavan | } | Published by<br>Oxford University Press.   |
| 5. | <b>Writing With A Purpose:</b><br>By Champa Tickoo and Jaya Sasikumar                    |   |  |

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**ALTERNATIVE ENGLISH**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	25 marks
II.	Poetry	-	25 marks
III.	Short Plays	-	20 marks
IV.	Grammar & Composition		
	a) Reading Unseen Passages	-	10 marks
	b) Precis Writing/Amplification of an idea	-	10 marks
	c) Grammar & Usage	-	10 marks
<b>Total =</b>			<b>100 marks</b>

**I. PROSE**

**Pieces To Be Read:**

- 1) The Rebellion – *George Orwell*
- 2) Trailing the Jaguar – *Willard Price*
- 3) A Day in the Life of a Debt Collector – *Munshi Premchand*
- 4) Growing Up – *Joyce Cary*

**II. POETRY**

**Pieces To Be Read:**

- 1) The Soul's Prayer – *by Sarojini Naidu*
- 2) The Education of Nature – *by William Wordsworth*
- 3) The Human Seasons – *by John Keats*
- 4) Enterprise – *by Nissim Ezekiel*

**III. SHORT PLAYS**

**The Prescribed Plays are:**

- 1) The Bishop's Candlesticks – *by Norman Mckinnell*  
*Or*
- 2) Macbeth – *by William Shakespeare*

**IV. GRAMMAR & COMPOSITION**

**The Prescribed Portions are:**

- 1) Reading  
Unseen Passages (descriptive/narrative/speech form) with a variety of questions leading to learning of New Vocabulary, test understanding and ability to write independently.
- 2) Writing
  - a) Precis Writing
  - b) Amplification of an idea

- 3) Grammar & Usage
- a) Correction of grammatical errors in the given sentences
  - b) Active and Passive Voice
  - c) Use of Adverbs
  - d) Question Tags
  - e) Modals
  - f) One word substitution

**Recommended Textbook for Prose/Poetry/Plays:**

**Imprints Class XII** - Published by Macmillan India Ltd.,  
- S. C. Goswami Road, Pan Bazar,  
Guwahati - 781001.

**Reference Books for Grammar & Composition:**

- 1) English Grammar & Composition XII  
- Published by Pearson Education,  
482 F.I.E. Patparganj, New Delhi – 110092, India.
- 2) Current English Grammar & Usage by R. P. Sinha  
copy edited by Prof. P. Madhavan  
- Oxford University Press
- 3) Writing With A Purpose by Champa Tickoo & Jaya Sasikumar  
- Oxford University Press.

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**ENVIRONMENTAL EDUCATION**  
**CLASS – XII**

**UNIT – I: BIODIVERSITY**

**(18 Marks)**

- a) Concepts and Values of Biodiversity: Concepts of biodiversity; Species of various gene pools; Biodiversity in an ecosystem; Values of biodiversity; Why value diversity.
- b) Types of Biodiversity (Species, Ecosystem and Genetic): Species diversity; Ecosystem diversity, Marine ecosystem; Estuarine ecosystem; Genetic diversity.
- c) Interdependence between Species: Interactions between plants and animals.
- d) Economic Potential of Biodiversity: Introduction; Economic potential of plant diversity; Economic importance of animal diversity.
- e) Loss of Biodiversity (Threatened, Endangered and Extinct Species): Introduction; Causes leading to loss of biodiversity; Threatened, endangered and extinct species.
- f) Strategies for Conservation of Biodiversity: Introduction; Why conserve biodiversity.

**UNIT – II: ENVIRONMENTAL MANAGEMENT**

**(16 Marks)**

- a) Need for Environmental Development Vis-à-vis Development: Introduction; Development levels and environment impacts.

**UNIT – III: SUSTAINABLE AGRICULTURE**

**(16 Marks)**

- a) Need for Sustainable Agriculture: Key components in the industrialization of modern agriculture.
- b) Green Revolution: Impact of green revolution on the environment; Ecological impacts; Sociological impacts.
- c) Impact of Agrochemicals on Environment.
- d) Management of Agriculture Produce: Storage and preservation; Transportation.

**UNIT – IV: SUSTAINABLE DEVELOPMENT****(20 Marks)**

- a) Concept of Sustainable Development: Introduction.
- b) Concept of Sustainable Consumption: Lessons on Sustainable Consumption; Contemporary concept of sustainable consumption.
- c) Challenges for Sustainable Development: Economic considerations; Need for sound economic policies; Political considerations; Social considerations; Need for a transformation in social conditions.
- d) Role of Individual and Community.

**EXEMPLAR ACTIVITIES (INTERNAL ASSESSMENT)****(30 Marks)**

Students must undertake at least one activity in a year. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of Environmental education at this stage. Activities may be planned and designed depending upon the local situations, available resources and environmental issues of concern. The learners should be encouraged to initiate action on their own. As illustrations activities may be of the following types:

- To study the changes that have taken place in a given land area during a specific time in respect of number of houses and families and determine the effects on civic amenities like availability of water. Electricity and fuels, drainage system, disposal of wastes, etc.
- To study the practices followed in the region for storage, preservation, transportation and processing of perishable or nonperishable farm products and to assess the extent of wastage due to faulty practices.
- To study the status of an endangered species listed for the region by collecting information through different sources and observation, if possible and to assess the reasons for its diminishing number. Suggests ways and means to protect the species.
- Conduct a survey of plants and trees in the locality and collect information about their cultural, economic and medicinal values. Prepare action plans for the propagation of trees that are most valuable for use.
- Prepare plans for beautification of the school campus or a park in the locality. Identify suitable plants and trees for the same.
- Prepare a flow chart to show different steps involved in the supply of tap water from the source to houses in the locality. Plan and execute campaign to educate the society about the implications of wastage of water in terms of energy.

**RECOMMENDED TEXTBOOK: Frank Environmental Education (Class XII)**  
- Frank Bros. & Co. (Publishers) Ltd.

**REFERENCE BOOKS:**

- Ecology and Environment *by P. D. Sharma; Rastogi Publications.*
- Environmental Biology *by P. D. Sharma; Rastogi Publications.*
- Man & His Environment *by Dr. S. R. Joshi & N. Joshi; Gautam Bros. & Co.*

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**ASSAMESE (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Unit I	Prose	-	30 marks
Unit II	Poetry	-	25 marks
Unit III	Drama	-	15 marks
Unit IV	Grammar	-	10 marks
	Composition	-	10 marks
	Essay	-	10 marks

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**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Kabir Ahaituk Priti *by Dr. B. K. Kakati*
2. Asomiya Vaishnab Kabir Narad *by Tirtha Nath Sarma*
3. Barnabodh *by Dr. Bhabendra Saikia*
4. Shahitya *by Upendra Nath Goswami*

**II. POETRY**

**The Prescribed Poems are:**

1. Indramunya Rajar Jagya Ayojon (Uresha Barnan) *by Srimanta Shankar Dev*
2. Naatghar *by Nalini Bala Devi*
3. Kukur *by Amulya Boruah*
4. Ubhati Nahar Kabita *by Nabakanta Barua*

**III. DRAMA: Chiraj**

**The Prescribed Portions are:**

Dwitiya and Tritiya Anka (Page 26 – till the end)

**IV. GRAMMAR & COMPOSITION**

**The Prescribed Portions are:**

1. Karak
2. Pratyoy
3. Bibhakti
4. Make sentences with phrases & idioms
5. Bhab Samprasharan
6. Comprehension
7. Essay

**RECOMMENDED TEXTBOOKS:**

1. **Sahitya Saurav**  
Published by: Jyoti Prakashan, Jasowanta Road,  
Pan Bazar, Guwahati – 1
2. **Chiraj (Drama) by Phani Sharma**  
Published by: Asom Prakashan Parishad
3. **Prabeshika Rachana Siksha by: Giridhar Sharma**
4. **Rachana Bichitra by: Dharma Singha Deka**
5. **Bohal Byakaran by: Satyanath Bora.**

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**BENGALI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	25 marks
II.	Poetry	-	20 marks
III.	Novel	-	15 marks
IV.	Grammar		
	a) Definition & Examples	-	7 marks
	b) Alankar	-	7 marks
	c) Banganubad/Prabad Prabachan	-	8 marks
V.	Composition		
	a) Summary Writing	-	8 marks
	b) Prabandha Rachana	-	10 marks

**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

- a) Banglar Nabya Lekhokdiger Proti Nibedon – *Bankim Chandra Chattopaddhay*
- b) Balai – *Rabindranath Tagore*
- c) Dudher Dam – *Banophul*

**II. POETRY**

**Pieces To Be Read:**

- a) Sita-o-Sarama – *Michael Madhusudan Dutta*
- b) Dui Bigha Jami – *Rabindra Nath Tagore*
- c) Bangla Bhasha Uchchorito Holey – *Shamsur Rahaman*

**III. NOVEL**

- Rajsingha (Selected Part): Bankim Chandra Chattopaddhay.

**IV. GRAMMAR**

**i) Definition & Examples**

- a) Samibhaban
- b) Apinihiti
- c) Swar Sangati
- d) Swar Bhakti
- e) Abhishruti

**ii) Alankar**

- a) Anupras
- b) Shles
- c) Upoma
- d) Samasokti

iii) **Banganubad/Prabad – Prabachan**

V. **COMPOSITION**

- a) Summary Writing
- b) Prabandha Rachana

*Recommended Textbook for Prose, Poetry & Novel:*

**Uchcho Madhyamik Path Sankalan by MBOSE**

Published by C & P Enterprises, Educational Publishers,  
M. C. Road, Guwahati – 781003.

**Grammar & Composition** (Any standard textbook on Bengali Grammar & Composition may be used)

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**GARO (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1.	Prose	-	35 marks
2.	Poetry	-	35 marks
3.	Essay	-	15 marks
4.	Agan Me·apa/Ku·jikse -		15 marks

**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Ki·tap Seani – *Hubert K. Sangma*
2. Lekka Pora aro Gisik Bimik – *K. M. Momin*
3. Gital Chasong Janggi Tangani – *L. R. Marak*

**II. POETRY**

**The Prescribed Pieces are:**

1. A·chik Ku·rang – *Howard Denison W. Momin*
2. Nang·ko Gisik Ra·gen – *Howard Denison W. Momin*
3. Hobani Sinteani – *Evelyn R. Marak*
4. Tom·tomani Dongja Ia A·gilsako – *Meckjin R. Marak*
5. Katta Ma·gitcham Niam Songgitcham – *D. S. Rongmuthu*

**III. ESSAY WRITING (UNSEEN)**

**IV. AGAN ME·APA/KU·JIKSE**

**RECOMMENDED TEXTBOOKS**

1. **A·chik Chanchibewale Seanirang** Compiled and edited by – K. M. Momin,  
Published by – Tura Book Room, Tura.
2. **Seokgimin Poetryrang** by **D. S. Nengminza**  
Published by – Garo Hills Book Emporium
3. **Chasong Gital A·chik Poetryrang** by **K. M. Momin**
4. **A·chik Kattarang** by **Winnish K. Sangma**

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**HINDI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1. Prose	-	25 marks
2. Poetry	-	25 marks
3. Rapid Reader	-	20 marks
4. Grammar & Composition		
a) Essay Writing	-	10 marks
b) Letter Writing	-	10 marks
c) Unseen Passage	-	10 marks

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**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Bazaar Darshan – *by Jainaindra*
2. Pahalwan Ki Dholak – *by Phanishwar Nath Renu*
3. Charlie Chaplin Yani Hum Sab – *by Vishnu Khare*
4. Namak – *by Rajiya Sajjad Zahir*
5. (a) Shram Vibhajan aur Jati Pratha – *by Bhimrao Ambedkar*  
(b) Meri Kalpana Ka Adarsh Samaj – *by Bhimrao Ambedkar*

**II. POETRY**

**The Prescribed Pieces are:**

1. Atma Parichay – *by Harivansh Rai Bachchan*
2. Bat Sidhi Thi Par – *by Kuwar Narayan*
3. Usha – *by Rameshwar Bahadur Singh*
4. Badal Rag – *by Suryakant Tripathi 'Nirala'*
5. (a) Kavitali (Uttar Kand Se) – *by Tulsidas*  
(b) Lakshman – Murchha Aur Ram Ka Vilap – *by Tulsidas*

**III. RAPID READER**

- |                       |   |               |
|-----------------------|---|---------------|
| 1. Atit Mein Dabe Pau | - | by Om Thanvi  |
| 2. Diary Ke Panne     | - | by Anne Frank |

**IV. GRAMMAR & COMPOSITION**

**a) Composition**

- i) Essay Writing
- ii) Letter Writing
- iii) Unseen Passage

**b) Grammar**

- i) Sandhi – Sandhi Vichhed Aur Sandhi Ki Pahachan
- ii) Samas – Vighrah Aur Samas Ki Pahachan
- iii) Vakya – Prakar Aur Rupantaran

**RECOMMENDED TEXTBOOKS:**

1. **Aroh Bhag 2** – NCERT Publications.
2. **Vitan Bhag 2** – NCERT Publications.
3. **Hindi Vyakaran Aur Vyavahar** – NCERT.

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**KHASI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1)	Prose	-	30
2)	Poetry	-	40
3)	Grammar and Composition	-	30

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**Total marks = 100**

**1. PROSE**

**Recommended Textbooks**

**Pieces To Be Read**

- |     |  |   |  |
|-----|--|---|--|
| i)  | Ka Pyrkhat U Khasi<br>by H. O. Mawrie  | - | Chapter II: “U Khasi bad Ka Akor”<br>Chapter 16: “U Khasi Ha Ka Mariang”   |
| ii) | Ki Syntiew Ha Ranab<br>by W. Kharkrang | - | Chapter 3: “Ka Jingiakynduh Jong U Bah Ta En”<br>a) Bah Ta En Sa Leit Suk Ho.<br>b) ..... Iaishah Bah Ta En<br>c) U Blei Un Kyrkhu Ia Phi Bah Ta En” |

**2. POETRY**

**Recommended Textbooks**

**Pieces To Be Read**

- |      |  |   |  |
|------|--|---|--|
| i)   | Ki Jingsneng Tymmen (PartII)<br>by R. S. Berry | - | Chapter I to Chapter 17  |
| ii)  | Ki Poetry Khasi<br>by V. G. Bareh              | - | Chapter 10: “Hapdeng Ki ‘Law Kynjah Ka Tlang”<br>Chapter 15: “Ka Weiking”  |
| iii) | Na Nengpei Ki Sur Myllung<br>by B. C. Jyrwa.   | - | Chapter: “Ka Sor Shillong”<br>Chapter: “ Ym Dei U Nongthaw   |
| iv)  | Ka Samoi Jong Ka Lyer<br>by K. S. Nongkynrih   | - | Chapter: “U Ren”<br>Chapter: “Haba U Myntri Rangbah Ha Shillong U Wan Hiar,<br>Ki Siej Jar Jar Ki Shu Iapeit Siar” |

**3. GRAMMAR & COMPOSITION****Recommended Textbook**

i) Ka Grammar  
by H. W. Sten

ii) Essay:

**Pieces To Be Read**

- Chapter 4: “Ka Adjective”  
Chapter 5: “Ka Verb”  
Chapter 6: “Ka Preposition”  
Chapter 8: “Ka Adverb”

- Unseen

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**MIZO (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A. Hla (Poetry)	-	20
B. Thu (Prose)	-	20
C. Fiction leh Drama	-	15
D. Grammar	-	10
E. Chhiar	-	15
F. Ziak	-	20

**Total = 100 marks**

**A. HLA (POETRY)**

**Pieces To Be Read:**

1. Pi Pu Chhuahtlang Hlui – *Liandala*
2. Kan Ram Nuahmah – *Rokunga*
3. Piallei Hmun Rem Kan Bele – *Dozinga*
4. Tleitirah Tleitiri – *Dura Chongthu*
5. Awmkhawar Lenkaw! Ka Han Thlira – *Van Khama*
6. Zun Phur Thing Tin Par – *Damhauhva*
7. Tahlai Ni Kawklung – *Romani*
8. Khuavel i La Chhing Ngei Ang – *V. Thangzama*
9. Panlai Kei Ka Ramtuanna – *Lalsangzuali Sailo*
10. Phungrual an tin anga – *Laithangpuia*

**B. THU (PROSE)**

**Pieces To Be Read:**

1. Hnam Inpumkhatna Kawnga Tawng Pawimawhna – *P. C. Biaksiama*
2. Mizo Inneih Dan – *B. Lalthangliana*
3. Mizo Nula Huaisen Pahnih – *R. L. Thanmawia*
4. Val Upa – *Darchhawna*
5. Lung In Malsawmna – *H. Lallungmuana*
6. Zoram Indopui Pahnihna – *C. Chhuanvawra*
7. Thangualte u, Nangmahni Khawvel a Nie – *P. L. Liandinga (Lehlin)*
8. Thlaa Lawn – *A. Sawihlira*

**C. FICTION LEH DRAMA**

**Pieces To Be Read:**

1. Fiction: Lali – Biakliana
3. Drama: Zothansangi – Vanneihluanga

**D. GRAMMAR****Pieces To Be Read:**

1. Applied Grammar
  - (a) Prefix and suffix
  - (b) Double Adverbs/Adjective Adverbs
2. Idioms and Phrases

**E. CHHIAR****Portions To Be Read:**

Zirlai bu pawn lam thuziak pahnih hetiang hian lak turani:

1. Thumal 500-600 inkar - 10 marks
2. Thumal 300-400 inkar - 05 marks

Mark 10 pu zawk hi zawhna chi hrang hrang, thuziak awnzia an man leh man loh enna tur ania Tin, thurnal awmzia an hriat dan enna tur mark 2 a awm ang.

**F. ZIAK**

1. Thuphuah tawi – Advertisement, notice, inneih sawmna, lungphun hriattirna, poster, form filled up etc. **05 marks**
2. Report emaw, thil thleng chanchin mi thusawi atanga ziak (Thumal 80 – 100) lekhathawn chi hrang leh mi lekhathawn chhan **05 marks**
3. Thuziak sei (article etc.) – Chanchibua chhuahtlak tura topic hrang hrang thuziak (Thumal 150 – 200) **10 marks**

**RECOMMENDED TEXTBOOKS**

1. **Mizo – XII (Core) by MBSE**  
- St. Joseph's Press, Tlangnuam, Aizawl – 796005.
2. **Mizo Grammar & Composition for Classes XI & XII by MBSE**  
- Milan Press, Zodin Square, Aizawl – 796001.

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**NEPALI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Section A – Literature	-	60 marks
Section B – Grammar	-	15 marks
Section C – Reading (Unseen)	-	10 marks
Section D – Composition and Writing	-	15 marks

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**Total = 100 marks**

**Section A – Literature**

**- 60 marks**

**I. PROSE**

**The Prescribed Short Stories are:**

1. Paral Ko Aago – *Guru Prasad Mainali*
2. Logne – *Puskar Shamsher*
3. Shatru – *Vishweshwar Prasad Koirala*
4. Kaikei – *Balkrishna Sama*

**II. ESSAY**

**Types of Essays:**

1. Nepali Hamro Matribhasa – *Parasmani Pradhan*
2. Adhunik Shikshak – *Indra Rai*
3. Gundruk Ko Pukar – *Rudra Raj Pandey*

**III. DRAMA**

- ‘**Mukunda – Indira**’ by Balkrishna Sama, Sajha Prakashan, Kathmandu.

**IV. POETRY**

- ‘**Muna – Madan**’ by Laxmi Prasad Deokota, Sajha Prakashan, Kathmandu.

**Section B – Grammar**

**- 15 marks**

**(Suggested Chapters):**

- (i) Linga
- (ii) Vachan
- (iii) Karak Ra Vivakti
- (iv) Dhatu Ra Pratyaya
- (v) Upasarga
- (vi) Paryawachi Shabda
- (vii) Viparitarthak Shabda
- (viii) Shabda Suddhi Bimarsha
- (ix) Ukhan Tukka

**Section C – Reading (Unseen)** - 10 marks  
(Books not prescribed)

**Section D – Composition and Writing** - 15 marks

1. **Essay Writing**
  - i. Atmaparak
  - ii. Vicharatmak
2. **Letter Writing**
  - a. Vyaktigat
  - b. Vyaparik
  - c. Daftari
  - d. Smarak Patra

**RECOMMENDED TEXTBOOKS:**

1. **Uchha Madhyamik Nepali Sahitya**  
- Textbook Committee (Nepali), Shillong.
2. **Madhyamik Nepali Vyakaran Ra Rachana**  
- Shree Raj Prakashan, Darjeeling.
3. **Ramro Rachana Mitho Nepali by Krishna Prasad Parajuli**  
- Sahayogi Press, Kathmandu.

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**POLITICAL SCIENCE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1) Course III – Political Theory (II)	-	50 marks
2) Course IV – The Indian Constitution and Political System in operation		50 marks

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**Total = 100 marks**

**Course III Political Theory (II) (80 Periods)**

Unit I	<p><b>Key Concepts: (30 Periods)</b>  Rights: Meaning and characteristics of Rights; kinds of Rights; classification of Rights; relation between Rights and Duties.  Liberty: negative and positive meaning of Liberty; kinds of Liberty – natural, civil, political, economic, national; relation between Law and Liberty.  Equality: negative and positive meaning of Equality; kinds of Equality – natural, social, civil, political, economic; the relationship between Liberty and Equality.  Justice: the varied meanings of Justice; kinds of justice – natural, social, economic, political, legal.  Law: meaning; source – customs, religion, equity, scientific commentaries judicial decisions, Legislature; kinds of Law; relationship between Law and Morality.  Citizenship – Meaning of citizenship; Legal and Moral aspects of citizenship; similarities and differences between citizens and aliens; citizens and nationals; methods of acquiring citizenship – by birth and by naturalisation; double citizenship; loss or termination of citizenship.</p>	
Unit II	<p>The Electorate: meaning and basis of franchise; Universal Adult Franchise arguments for and against.  Systems of Representation: kinds of Representation – Proportional (Hare System &amp; List System), Functional, Territorial, Communal, and their merits and demerits.</p>	<b>(15 Periods)</b>
Unit III	<p>Major Contemporary Political Theories  Liberalism: its meaning and essence; classical or negative Liberalism and contemporary or positive Liberalism and the shift from classical Liberalism.  Marxism: Genesis; tenets of Marxism – dialectical materialism, historical materialism, class struggle, surplus value, revolution and dictatorship of the proletariat, classless society.</p>	<b>(25 Periods)</b>

Unit IV      The United Nations: Origins of the United Nations, development, aims and principles of the United Nations Organization of the United Nations  
**(10 Periods)**

**Course IV      The Indian Constitution and Political System in operation.**  
**(80 Periods)**

Unit V      The Fundamental Rights: Characteristics; Kinds of Fundamental Rights; Writs for enforcement of the Fundamental Rights; Evaluation of the Fundamental Rights.  
 The Fundamental Duties: Kinds, characteristics and evaluation.  
**(25 Periods)**

The Directive Principles of State Policy: Sources, meaning and objectives. Classification – social welfare, Gandhian, economic, administrative, educational and cultural principles. Constitutional significance of the Directive Principles. Distinction between Fundamental Rights and Directive Principles.

Unit VI      The Union Government **(35 Periods)**  
 The President of India: - Qualifications, method of election, tenure and removal, privileges, powers and functions, constitutional position.  
 The Vice-President of India: - Qualifications, election, tenure and removal, privileges, functions, position.  
 The Union Council of Ministers: - Composition, powers and functions.  
 The Prime Minister:- Appointment, tenure, powers, functions and position of the Council of Ministers, distribution of portfolios, as a supervisor of and co-ordinator between the different ministries, as a leader of the Parliament, as a link between the President and the Parliament, etc.

The Parliament:-

(i) The Rajya Sabha (Council of States) – composition, qualifications of members, term of office, presiding officers, privileges, quorum, powers and functions.

(ii) The Lok Sabha (House of the People) – composition, qualifications of members, election, term of office, privileges, quorum, powers and functions – legislative, executive, financial, constituent and miscellaneous. The Speaker of the Lok Sabha – election, tenure, powers and functions, position.

The Judiciary: The Supreme Court of India – Composition, appointment of Judges, qualifications of Judges, tenure and method of removal of Judges. Powers and functions – original jurisdiction, appellate jurisdiction, advisory jurisdiction, miscellaneous. Evaluation of the Supreme Court.

Unit VII India and the world: India and the United Nations; India and SAARC; India's role in the Non-Align movement; India's approach to major world issues like Disarmament, Human Rights and Globalisation. **(20 Periods)**

**Recommended Textbook:** **Political Science for Class XII**  
Published by - Pearson Education, Dorling Kindersley (P) Ltd.,  
482 F. I. E. Patparganj, Delhi – 110092.

**Reference Books:-**

1. Political Science ( for +2 stage)  
Theory and Constitution  
Volume I & II  
Author: Durga Kant Sarmah (Wiley Eastern Limited)
2. Political Science – Key Concepts and Theories  
A Textbook for Class XII  
Author: V.R.Mehta  
Editor: Nalini Pant (NCERT – 2003)
3. Democracy in India – Issues and Challenges  
A Textbook in Political Science for Class XII  
Author: A.S. Narang  
Editor: Nalini Pant (NCERT – 2003)
4. Foundations of Political Science by J.C.Johari.

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**HISTORY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Question Type	Section	No. of Questions	Marks for each Questions	Total Marks	Grand Total
<b>A. Objective Type</b>					
i) Multiple Choice } ii) True/False }	I	20 10	x 01 x 01	20 10	} 30
iii) Short Answer }	II	10	x 02	20	
				Total =	50
<b>B. Descriptive Type</b>	-	02 02	x 12 x 13	24 26	= 50
				Total =	

**Class XII: Themes in Indian History**

Themes	Objectives
<p><b>The Story of the First Cities: Harappan Archaeology.</b></p> <p><b>Broad overview:</b> Early urban centres.</p> <p><b>Story of discovery:</b> Harappan civilization.</p> <p><b>Excerpt:</b> Archaeological report on a major site.</p> <p><b>Discussion:</b> How it has been utilized by archaeologists/historians.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with early urban centres as economic and social institutions.</li> <li>▪ Introduce the ways in which new data can lead to a revision of existing notions of history.</li> <li>▪ Illustrate how archaeological reports are analyzed and interpreted by scholars.</li> </ul>
<p><b>Political and Economic History: How Inscriptions tell a story.</b></p> <p><b>Broad overview:</b> Political and economic history: Mauryan to the Gupta period.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with major trends in the political and economic history of the subcontinent from c. 4<sup>th</sup> century BCE to c. 5<sup>th</sup> century CE.</li> </ul>

Themes	Objectives
<p><b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.</p> <p><b>Excerpt:</b> Asokan inscription and Gupta period land grant.</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> <li>▪ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>
<p><b>Use of Literary Sources in Reconstructing social History</b></p> <p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender.</p> <p><b>Story of discovery:</b> How the Vedas, Puranas, Upanishads and the Mahabharata were discovered.</p> <p><b>Excerpt:</b> from the <i>Mahabharata</i>, illustrating how it has been used by historians.</p> <p><b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with issues in social history.</li> <li>▪ Introduce strategies of textual analysis and their use in reconstructing social history.</li> </ul>
<p><b>A History of Buddhism: Sanchi Stupa</b></p> <p><b>Broad overview:</b> (a) A brief review of histories of Vedic religion, Jainism and Vaisnavism. (b) Focus on Buddhism.</p> <p><b>Story of discovery:</b> Sanchi stupa.</p> <p><b>Excerpt:</b> Reproduction of sculptures from Sanchi.</p> <p><b>Discussion:</b> Ways in which sculpture has been interpreted by historians and other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>▪ Discuss the major religious developments in early India.</li> <li>▪ Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>
<p><b>The Evolution of South Indian Architecture from the Pallavas, Chola, Chalukya and Vijayanagar Period.</b></p> <p><b>Outlines only</b></p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the patterns of this evolution and how it influenced the overall development of Indian architecture.</li> </ul>

Themes	Objectives
<p><b>Agrarian Relations: The Ain – i - Akbari</b></p> <p><b>Broad overview:</b> a) Structure of agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries. (b) Patterns of change over the period.</p> <p><b>Story of Discovery:</b> Account of the compilation and translation of Ain-i-Akbari.</p> <p><b>Excerpt:</b> from the Ain-i-Akbari</p> <p><b>Discussion:</b> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> <li>▪ Discuss developments in agrarian relations.</li> <li>▪ Discuss how to supplement official documents with other sources.</li> </ul>
<p><b>The Mughal Court: Reconstructing Histories through Chronicles</b></p> <p><b>Broad Overview:</b> (a) Outline of political history c. 15<sup>th</sup> – 17<sup>th</sup> centuries. (b) Discussion of the Mughal court and politics.</p> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p><b>Excerpts:</b> from the <i>Akbarnama</i> and <i>Padshahnama</i>.</p> <p><b>Discussion:</b> Ways in which historians used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the major landmarks in political history.</li> <li>▪ Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>
<p><b>Religious Histories: Bhakti-Sufi tradition</b></p> <p><b>Broad Overview:</b> (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.</p> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with religious developments.</li> <li>▪ Discuss ways of analyzing devotional literature as sources of history.</li> </ul>
<p><b>Medieval Society Through Travellers' Accounts</b></p> <p><b>Broad Overview:</b> Outline of social and cultural life as they appear in travellers' accounts.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the salient features of social histories described by the travellers.</li> <li>▪ Discuss how travellers' accounts</li> </ul>

Themes	Objectives
<p><b>Story of their writings:</b> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p><b>Excerpt:</b> from Alberuni, Ibn Batuta and Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<p>can be used as sources of social history.</p>
<p><b>Colonialism and Rural Society: Evidence from Official Reports</b></p> <p><b>Broad overview:</b> (a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century. (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.</p> <p><b>Story of official records:</b> An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Firminger’s Fifth Report, Accounts of Francis Buchanan, Hamilton and Deccan Riots Report.</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> <li>▪ Discuss how colonialism affected zamindars and peasants</li> <li>▪ Understand the problems and limits of using official sources for understanding the lives of people.</li> </ul>
<p><b>Colonialism and Indian Towns: Town Plans and Municipal Reports</b></p> <p><b>Broad Overview:</b> The growth of Mumbai, Chennai, hill stations and cantonments (including Shillong) in the 18<sup>th</sup> and 19<sup>th</sup> century.</p> <p><b>Excerpts:</b> Photographs and paintings. Plans of cities. Extract form town plan reports.</p> <p><b>Focus</b> on Kolkata town planning.</p> <p><b>Discussion:</b> How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the history of modern urban centres.</li> <li>▪ Discuss how urban histories can be written by drawing on different types of sources.</li> </ul>
<p><b>British Expansion and the North East</b></p> <p><b>Broad Overview:</b> British Expansion in the North East; 1824 to early 20<sup>th</sup> Century.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learners about. <ul style="list-style-type: none"> <li>(i) the nature of British expansion in the North East India.</li> </ul> </li> </ul>

Themes	Objectives
<p><b>Focus:</b> Social and cultural impact of the colonial Rule with special reference to</p> <ul style="list-style-type: none"> <li>(i) Christian missionaries for e.g., Role of the American Baptist Missionaries.</li> <li>(ii) Modern Education.</li> </ul> <p><b>Excerpt:</b> Reports from Pemberton's (1835), Francis Jenkins and other contemporary writers.</p> <p><b>Discussion:</b> How reports can be used to reconstruct history.</p>	<ul style="list-style-type: none"> <li>(ii) Social and cultural impact of British rule.</li> </ul>
<p><b>Representations of 1857</b></p> <p><b>Broad Overview:</b> (a) The events of 1857-58. (b) How these events were recorded and narrated.</p> <p><b>Focus:</b> Lucknow.</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>▪ Discuss how the events of 1857 are being reinterpreted.</li> <li>▪ Discuss how visual material can be used by historians.</li> </ul>
<p><b>Mahatma Gandhi in National Movement</b></p> <p><b>Broad Overview:</b> (i) Early political organizations and the Indian National Congress – 1840s to 1885 (ii) Advent of Gandhi.</p> <p><b>Focus:</b> Nature of the Gandhian Movement 1917 – 1942.</p> <p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with significant elements of – <ul style="list-style-type: none"> <li>i) the nationalist movement and</li> <li>ii) the nature of Gandhian leadership (starting with the Champaran Satyagraha).</li> </ul> </li> </ul>
<p><b>Partition, Transfer of Power and Making of the Constitution</b></p> <p><b>Broad Overview:</b> Nationalism and the Rise of Communalism. (b) Transfer of Power and the creation of Pakistan. (c) Constitutional Development 1909 – 1946.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner in the rise of communalism as an important by-product of the National movement which led to partition.</li> </ul>

Themes	Objectives
<p><b>Focus:</b> (a) How Communalism worked in Punjab and Bengal. (b) The making of the Indian Constitution (1946 – 1950).</p> <p><b>Excerpts:</b> From the Newspaper, reports and constituent Assembly Debates.</p> <p><b>Discussion:</b> How such sources reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>▪ The learners should be able to rationally understand the events.</li> <li>▪ Discuss how the founding ideals of the new National State were debated and formulated.</li> </ul>

**RECOMMENDED TEXTBOOK:**

Published by -

**A Textbook of History Class XII**

Sunflower Publication (P) Ltd.,  
542/16 Joshi Road, Karol Bagh,  
New Delhi - 110005.

***Reference Books:***

1. Textbook in History for Class XII: Themes In Indian History Part I – NCERT Publications.
2. Textbook in History for Class XII: Themes In Indian History Part II – NCERT Publications.
3. Textbook in History for Class XII: Themes In Indian History Part III – NCERT Publications.

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**PHILOSOPHY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Full Marks-100

**UNIT 1:** (Marks: 20) (No. of Lectures: 20-25)  
**INDUCTION** – Relation between Induction and Deduction, Kinds of Induction – Scientific Induction, Unscientific Induction, Analogy, Perfect Induction, Colligation of Fact, Parity of Reasoning. **LAWS OF THOUGHT** – Meaning and Characteristics.

**UNIT 2:** (Marks: 20) (No. of Lectures: 20-25)  
**GROUND OF INDUCTION – FORMAL GROUND** of Induction – Law of Uniformity and Law of Causation, **CAUSE** – Definition, Qualitative & Quantitative Marks of Causation, **CAUSE AND CONDITION, PLURALITY OF CAUSE, PARADOX OF INDUCTION, MATERIAL GROUNDS** of Induction – Observation and Experiment.

**UNIT 3:** (Marks: 20)(No. of Lectures: 20-25)  
**EXPERIMENTAL METHODS** – Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Concomitant Variation and Method of Residue, **HYPOTHESIS** – Meaning, Forms and Conditions of Hypothesis.

**UNIT 4:** (Marks: 25) (No. of Lectures: 25)  
**SYMBOLIC LOGIC** – Statement and Arguments, Statement form and Argument form, Logical Connectives – Conjunction, Disjunction, Implication, Implication **SYMBOLIZATION, CONSTRUCTION** of Truth Tables (**TAUTOLOGY, CONTRADICTORY, CONTINGENT**), **PROVING INVALIDITY.**

**UNIT 5:** (Marks: 15) (No. of Lectures: 20)  
**PHILOSOPHY** – Definition of Philosophy with Reference to Indian Philosophy, **DISTINCTIVE FEATURE** of Indian Philosophy, **RATIONALISM** and **EMPERICISM.**

**REFERENCE BOOKS:**

- |                                |              |
|--------------------------------|--------------|
| 1. Textbook Of Inductive Logic | : B. N. Roy  |
| 2. Symbolic Logic              | : I. M. Copi |

3. Introduction To Indian Philosophy : J. N. Sinha
4. Introduction To General Philosophy : John Patrick
5. A Manual Of Ethics : J. N. Sinha

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**GEOGRAPHY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A. Fundamentals of Human Geography	-	35 marks
B. India People and Economy	-	35 marks
C. Practical Work	-	30 marks

**Total = 100 marks**

<b>A.</b>	<b>Fundamental of Human Geography</b>	<b>(35 marks)</b>
<b>Unit I:</b>	<b>Human Geography: Nature and Scope</b>	<b>(3 marks) (4 periods)</b>
<b>Unit II:</b>	<b>People</b>	<b>(7 marks) (10 periods)</b>
	<ul style="list-style-type: none"> <li>• Population of the world – distribution, density and growth</li> <li>• Population change – spatial patterns and structure; determinants of population change</li> <li>• Age – sex ratio, rural – urban composition</li> <li>• Human development – concept, selected indicators (literacy and occupation)</li> </ul>	
<b>Unit III:</b>	<b>Human Activities</b>	<b>(10 marks) (24 periods)</b>
	<ul style="list-style-type: none"> <li>• Primary activities – concept and changing trends, subsistence agriculture, modern agriculture, major crops – rice, wheat, tea, coffee, rubber and sugarcane (conditions of growth and distribution)</li> <li>• Mining – world distribution of iron ore, copper, bauxite, coal and petroleum</li> <li>• Secondary activities – concept; manufacturing – agro – processing, household, small scale, large scale; iron and steel industries, location of industries.</li> <li>• Tertiary activities – concept; knowledge – based industries (information technology industry)</li> <li>• Quaternary activities – concept, knowledge – based industries (information technology industry)</li> </ul>	
<b>Unit IV:</b>	<b>Transport, Communication and Trade</b>	<b>(10 marks) (24 periods)</b>
	<ul style="list-style-type: none"> <li>• Land transport – roads, railways, trans-continental railways</li> <li>• Water transport – inland waterways; major ocean routes</li> <li>• Air transport – intercontinental air routes</li> <li>• Oil and gas pipelines</li> <li>• Satellite communication</li> <li>• International trade – based, and changing patterns; ports as gateways of international trade, role of WTO in International trade</li> </ul>	

- Unit V: Human Settlement (5 marks) (8 periods)**
- Settlement types – rural and urban; morphology of cities, distribution of mega cities; problems of human settlement in developing countries
- B. India People and Economy (35 Marks)**
- Unit I: People (5 marks) (10 periods)**
- Population – distribution, density and growth; composition of population: linguistic and religious compositions; occupations
  - Migration – international, national – causes and consequences
  - Human development – selected indicators (literacy and occupations)
- Unit II: Human settlements (4 marks) (6 periods)**
- Urban settlements – types and distribution and functional classification
- Unit III: Recourse and development (10 marks) (24 periods)**
- Land resources – general land use; agricultural land use – major crops agricultural development and problems
  - Water resource utilization – irrigation; scarcity of water and Conservation method – rain – water harvesting
  - Minerals and energy resources – metallic mineral (iron ore, copper, bauxite) and non-metallic minerals (limestone and dolomite). Their distribution, conventional and non conventional energy sources
  - Industries – types and distribution, industrial location and clustering; changing pattern of selected industries- iron and steel cotton textiles, petrochemicals and knowledge – based industries impact of liberalization, privatization and globalization on industrial location
- Unit IV: Transport, Communication and International Trade (7 marks) (10 periods)**
- Transport and communication – roads, railways, waterways and airways; oil and gas pipelines; national electric grid; satellite Communication
  - International trade – changing patterns of India’s foreign trade; seaports and their hinterland and airports
- Unit V: Geographical Perspective on Selected Issues and Problems (4 marks) (7 periods)**
- Environment pollution, urban – waste disposal
  - Urbanization – rural – urban migration; problems of slum
  - Land degradation
- Unit VI: Regional study of Meghalaya (5 marks) (8 periods)**
- Relief, climate, agriculture and minerals

**C. Practical Work (30 Marks)**

**Unit I: Processing of Data and Thematic Mapping (8 marks) (12 periods)**

- Sources of Data (primary and secondary)
- Tabulation and processing of data; Calculation of averages, measures of Central tendency.
- Representation of data – choropleth and isopleths maps

**Unit II: Map Projection and used of computer in Data Processing (6 marks) (7 periods)**

- Map projection – topology construction and properties of conical with one standard parallel and Mercator's projection
- Use of computers in data processing and mapping (only theory)

**Unit III: Field Study (8 marks) (6 periods)**

- Field visit and study on any one of the local concerns : pollution, land-use, or literary (any one topic may be taken up for study; observation and questionnaire survey may be adopted for the data collection; collected data may be tabulated and analyzed with diagrams and maps)

**Practical Report Book (5 marks)**

**Viva Voce (3 marks)**

**RECOMMENDED BOOKS:**

1. Saraswati Geography, Published by: Saraswati House Pvt. Ltd., Educational Publishers, New Delhi – 110002.
2. 'Fundamentals of Human Geography' – Hira Lal Yadav, Savita Sinha, NCERT publication Editor – R. P Mishra Reprinted – November 2003
3. 'India – People and Economy' – S. K. Sharma, NCERT Publication, Editor – R. P. Mishra, May 2003
4. 'Practical Work in Geography – Part II ' – R. B. Singh, NCERT Publication Editor - R. P. Mishra Reprinted – February 2005

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**EDUCATION**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

SECTION I : EDUCATION	-	60
SECTION II : PSYCHOLOGY	-	40
<b>TOTAL</b>		<b>= 100</b>

**SECTION – I: EDUCATION**

**1. CURRICULUM: (24 Periods)**

- a. Concept of Curriculum.
- b. Principles of Curriculum Construction.
- c. Types of Curriculum
  - Child centred.
  - Subject centred.
  - Activity centred.
- d. Approaches to Curriculum Development

**2. INCLUSIVE EDUCATION (18 Periods)**

- Meaning and Concept
- Importance of Inclusive Education (As a basic human right)
- Children with Special Needs (Physically and Mentally challenged) — Preliminary Idea.
- Approaches to Inclusive Education — Discrimination and Psycho — Social Implications.

**3. ART EDUCATION: (26 Periods)**

- a. Concept of Art Education
- b. Modes of Expression – Visual Arts.
- c. Performing Arts.
- d. Need and Importance of Art Education.
- e. Stages and Process of Imparting Art Education

#### **4. EDUCATIONAL TECHNOLOGY (26 Periods)**

- a. Meaning and definition of Educational Technology
- b. Types of Educational Technology
- c. Aspects and Steps of Educational Technology
- d. Forms of Educational Technology

### **SECTION – II: PSYCHOLOGY**

#### **1. PSYCHOLOGICAL ATTRIBUTES: (18 Periods)**

- a. Individual differences in human functioning – meaning, factors and significance.
- b. Intelligence:
  - Concept of Intelligence.
  - Theories of Intelligence.
    - Spearman’s Theory.
    - Thurstone’s Theory
- c. Individual Differences in Intelligence

#### **2. PERSONALITY: (24 Periods)**

- a. Personality — Concept, definition and nature.
- b. Factors affecting personality development.
- c. Structure of Personality – type and trait approaches

#### **3. ATTENTION AND MEMORY: (22 Periods)**

- a. Attention —
  - Characteristics
  - Types.
- b. Attention and Interest — their Educational Implications.
- c. Memory — Meaning and Definition.
  - Factors involved in Memory
- d. Forgetting — Nature and Causes.
- e. Enhancing Memory.

**4. THINKING AND REASONING: (22 Periods)**

- a. Concept and Nature of Thinking.
- b. Conditions that Stimulate Thinking.
- c. Reasoning: Concept and Steps in Reasoning.
- d. Training in Thought and Reasoning.

**Recommended Textbook: Intermediate Education Class XII**

Published by - Pearson Education,  
Dorling Kindersley (P) Ltd.,  
482 F. I. E., Patparganj, Delhi – 110092.

**Reference Books - Class XII**

1.	Aggarwal, J.C;	Theory and Principles of Education	Vani Educational Books Vikas Publishers House Pvt. Ltd.
2.	Alur, M.	Inclusive Education – 2005	DVS Publishers, Pan Bazar, Guwahati.
3.	Bhatia & Bhatia,	A Textbook of Education for Beginners	Kalyani Publishers
4.	Bhati, H.R.	Elements of Educational Psychology	Orient Longman Pvt. Ltd.
5.	Brown, Robert	Psychology	Pearson Education (Singapore) Indian Branch, New Delhi — 110092.

6.	Chauhan, S.S.	Exceptional Children	Vikas Publishing House, Pvt. Ltd., New Delhi.
7.	Jam, M.	Developmental Psychology	Eastern Book House, Guwahati.
8.	Loreman, T.	Inclusive Education — 2005	DVS Publishers, Pan Bazar, Guwahati.
9.	Mangal, S.K.	Fundamentals of Educational Technology	Parkash Brothers, Ludhiana
10.	Mangal, S.K.	Psychological Foundations of Education	Prentice Hall of India, New Delhi.
11.	Mohanty, Jagannath	Modern Trends in Indian Education	Deep and Deep Publications, New Delhi – 110027.
12.	Morgan, Clifford & Co.	Introduction to Psychology	Tata McGraw Hills, New Delhi.
13.	Panda, K.C.	Exceptional Children	Vikas Publishing House, Pvt. Ltd., New Delhi.
14.	Prasad, J	Art Education — Concepts, Epistemacy and Role — 2005	DVS Publishers, Pan Bazar, Guwahati.
15.	Reddy, G.L.	B of Children with Special Needs	Ekta Book Distributors, New Delhi — 110059.

16.	Roback, A.A.	Psychology and Personality Development	Eastern Book House, Guwahati.
17.	Safaya, R.N.	Development of Educational Theory and Practice	Bani Mandir, Guwahati.
18.	Sen, Anima	Psycho — Social Integration of the Handicapped—A Challenge to the Society	Mittal Publications, New Delhi— 110054.
19.	Sharma, R.A.	Technology of Teaching	Loyal Book Depot, Meerut
20.	Smith, W.	Art Education — Scholastic and Industry — 2005	DVS Publishers, Pan Bazar, Guwahati.
21.	Taneja, V.R.	Educational Thought and Practice	Sterling Publishers, Pvt. Ltd.

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**HOME SCIENCE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory	-	70 marks
Practical	-	30 marks

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**Total = 100 marks**

**THEORY**

I.	Community Development and Services	-	20 marks
II.	Textiles and Clothing	-	25 marks
III.	Food and Nutrition	-	25 marks

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**Total = 70 marks**

**PRACTICAL**

I.	Community Development and Services	-	7 marks
II.	Textiles and Clothing	-	8 marks
III.	Food and Nutrition	-	8 marks
	• Practical Journal	-	5 marks
	• Viva Voce	-	2 marks

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**Total = 30 marks**

**I. Community Development and Services (Theory) (20 marks)**

- **Community Development. (8 Periods)**

Definition, Objectives, Principles and philosophy of Community Development.

- **Food Laws and Food Standards. (10 Periods)**

Consumer rights, Consumer challenges, Food adulteration and Voluntary agencies.

- **Community Development Programmes. (8 Periods)**

Feeding programmes (Local, State, National)

Rural Employment Programme (TRYSEM, Village Co-operatives, Mahila mandals, Youth clubs)

Adult Education Programmes.

- **Kitchen Gardening.** (8 Periods)

Importance of kitchen gardening,  
Layout of a Kitchen garden, Selection of Rabi and Kharif crops Selection of manures, Compost making.

## PRACTICAL

(7 marks)

1 Practical is equal to 4 Periods

- **Simple Test for Checking Adulteration in**

1. Wheat
2. Rice
3. Red Gram Pulse
4. Tea leaves
5. Turmeric powder
6. Chilly Powder
7. Pepper Corns

## II. Textiles and Clothing (Theory) (25 marks)

- **Fibre Science:** (10 Periods)

Classification of fibres with examples,  
Properties of fibres (chemical and physical) of cotton, wool, silk, polyester,  
Identification of fibres (visual inspection, microscopic observation, burning and chemical tests/ of cotton, wool, silk, polyester.)

- **Yarn:** (4 Periods)

Yarn making processing, Types of Yarns.

- **Stains:** (8 Periods)

Meaning, classification of stains with examples.  
Removal of stains from different fabrics.

Fabrics – Cotton, wool, silk, synthetics.  
Stains – Blood, ink, curry, lipstick, grease, tea, ice-cream.

- **Bleaching:** (6 Periods)

Meaning and use of different bleaching agents.  
Types of bleaching agents.

- **Sewing:** (2 Periods)

Sewing equipments and tools.

**PRACTICAL****(8 marks)****1 Practical is equal to 4 Periods**

- **Microscopic Identification of Fibres:** **(2 marks)**

1. Cotton
2. Wool
3. Silk and
4. Polyester

- **Removal of Stains Cotton Fabric:** **(2 marks)**

1. Curry
2. Ice-cream
3. Lipstick and
4. Tea

**Drafting and Construction of an Apron.** **(1 + 3\*)**

(\*3 Internal Assessment of the Completed Product. The marks should be added in to the Final Board Practical Examination)

**III. Food and Nutrition (Theory)** **(25 marks)**

- **Foods and Nutrition:** **(4 Periods)**

Definition and Meaning of Food, Nutrition and Health.  
 Functions and Constituents (nutrients) of food.  
 Food Guide. (3, 4, 5, 7, 9 and 11)

- **Diets:** **(8 Periods)**

Definition and Meaning of Balanced and Therapeutic Diets.  
 Balanced Diet and Nutritional Requirements during:  
 Infancy (0- 2 yrs),  
 Pre-school (2 -6 yrs),  
 School Age (6-12 years) and  
 Adolescence (12 – 18 yrs).

- **Deficiency Diseases:** **(12 Periods)**

Definition, Causes and Preventive measures of:  
 Protein-Calorie Malnutrition. (Kwashiorkor, Marasmus and Marasmic Kwashiorkor), Iron deficiency, Iodine deficiency, Vitamin-A deficiency.

- **Methods of Food Preparation:** **(10 Periods)**

General principles and methods of food preparation: Boiling, Steaming, Pressure Cooking, Deep and Shallow Frying, Roasting and Grilling

**PRACTICAL****(4 Periods)**

- **Using Different Methods of Cooking, Prepare Snacks with Locally Available Foods: (8 marks)**

1. Cereals,
2. Pulses,
3. Meat,
4. Fish and
5. Egg.

- **Practical Journal: (5 marks)**
- **Viva voce: (2 marks)**

**Reference Books:**

1. Chandra. A. Shah. A and Joshi. U: Fundamentals of Teaching Home Science, Sterling publishers, Pvt, Ltd., New Delhi, 1989.
2. Dantyagi, S: Fundamentals of Textiles and Clothing, 1985
3. Deulkar, D: Household Textiles and Laundry Work, Atma Ram and Sons publishers, Kashmere Gate, Delhi 6, 1985.
4. Educational Planning Group: Food and Nutrition, Arya Publishing House, New Delhi, 1993.
5. Mullick, Prem lata: Elements of Home Science, Kalyani Publishers, 4863/2B, Bharat Ram Nagar, 24, Daryaganj, New Delhi 110 002, 1997.
6. Reddy A.V.: Extension Education, Srilakshmi Press, Bapatla, 522101, A.P. 1997.
7. Srilakshmi B: Dietetics, New Age International (p) Ltd., 4835/24 Ansari Road, Daryaganj, New Delhi, 2005.
8. Swaminathan, M: Handbook of Food and Nutrition, Bangalore Printing and Publishing Co. Ltd., P.B. No. 1807, 88, Mysore Road, Bangalore 560 018. 1992.
9. Teachers of Lady Irwin College: A Text Book of Home Science, Orient Longman (p). Ltd., 1/24 Asaf Ali Road, New Delhi 110 002, 1999.

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**GEOLOGY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory	-	70 marks
Practical	-	30 marks
<b>Total</b>		
	-	<b>100 marks</b>

**THEORY**

I.	Sedimentology	-	13 marks
II.	Paleontology	-	15 marks
III.	Stratigraphy	-	14 marks
IV.	Mineral and Energy Resources	-	15 marks
V.	Engineering Geology, Groundwater, Environment and Disaster Studies	-	13 marks

**Total = 70 marks**

**Unit I: Sedimentology**

**(17 Periods/13 Marks)**

Processes of formation of sedimentary rocks: disintegration and decomposition, transportation, deposition, diagenesis and lithification.

Textures of sedimentary rocks.

Structures of sedimentary rocks – beds, laminations, ripple marks, current beddings, mud cracks, rain prints, borings, flute casts, load casts, nodules and concretions.

Genetic classification of sedimentary rocks: clastics-(rudaceous, arenaceous and argillaceous) and non-clastics.

Elementary idea of the classification of sedimentary environments of deposition.

**Unit II: Paleontology**

**(23Periods/15 Marks)**

Paleontology: definition and scope.

Fossils: definition, conditions for preservation and modes of preservation.

Habits and habitats of organisms.

Morphological study of the following phyla: Brachiopoda and Mollusca (Lamellibranchia, Gastropoda and Cephalopoda).

Study of the following Gondwana flora: *Glossopteris*, *Gangamopteris*, *Vertebraria* and *Ptillophylum*

**Unit III: Stratigraphy**

**(23Periods/14 Marks)**

A brief idea of Stratigraphic correlation.

Lithostratigraphy of the following:

Precambrian of Dharwar Supergroup of Karnataka, Vindhyan Supergroup of Sone Valley, Palaeozoic of Spiti and Tertiary of Upper Assam.

Lithostratigraphy of Meghalaya.

**Unit IV: Mineral and Energy Resources****(23Periods/15 Marks)**

Mineral Resources: definition and its importance.

Definition of ore, gangue and tenor.

Processes of formation of mineral deposits- Magmatic, Sedimentary and Metamorphic processes.

Genetic classification of mineral deposits- Primary (Syngenetic and Epigenetic) and Secondary deposits.

Study of the mode of occurrence, distribution in India and uses of the following mineral resources: Galena, chalcopyrite, hematite, bauxite, magnetite, chromite and mica.

Energy Resources: sources and types.

Petroleum: origin, migration and accumulation; occurrence of petroleum in North- eastern region.

Coal: origin and mode of occurrence; types of coal; coal deposits of North – eastern region.

Study of the mode of occurrence, distribution in India and uses of the radioactive minerals.

**Unit V: Engineering Geology, Groundwater, Environment and Disaster Studies****(17 Periods/13 Marks)**

Engineering Geology: definition. Geological considerations in the construction of dams.

Groundwater: definition and occurrence; porosity and permeability; hydrologic cycle; aquifer.

Environment: definition and components; impact of open-cast and underground mining on the environment.

Disasters: Landslides- causes, effects and remedial measures; Earthquakes – effects and mitigation.

**Reference Books:**

1. A Textbook of Geology – P. K. Mukerjee (World Press, 1997)
2. Principles of Petrology – G. W. Tyrrell (B. I. Publications Pvt. Ltd,1998)
3. Petrology – E. G. Ehlers and H. Blatt (CBS, 1986)
4. Invertebrate Palaeontology – H. Woods (CBS,1985)
5. Invertebrate Palaeontology – R. R. Shrock and W. Twenhofel (CBS,1987)
6. Geology of India and Burma – M. S. Krishnan (CBS,1986)
7. Fundamentals of Historical Geology and Stratigraphy of India – R. Kumar (Wiley Eastern, 1996)
8. Rec. Geological Survey of India, 107(2):80-90
9. Economic Mineral Deposits – A. M. Bateman and M. L. Jensen (John Wiley,1981)
10. Indian Mineral Resources – Krishnaswamy and Sinha (Oxford IBH, 1988)
11. A Handbook Of Economic Geology – A. K. Sen and P. K. Guha (Modern Book Agency, Calcutta,1993)
12. Geology of Petroleum – A. I. Levorsen (Vahil, Jetfor and Simon, 1997)

13. An Introduction to Geology of Coal and Indian Coalfields – N. L. Sharma and K. S. V. Ram (1991)
14. Engineering Geology – N. C. Kesavelu (Mc Millan India, 1993)
15. Environmental Geology – D. R. Coates (John Wiley)
16. Environmental Geology – E. A. Keller (Oxford, 1985)
17. Ground Water Hydrology – D. K. Todd (John Wiley)
18. Introducing Groundwater – M. Price (George Allen and Unwin, London)

**PRACTICALS: 30 Marks****45 periods      3 (Three) Hours**

Identification of the following sedimentary rocks in hand specimens on the basis of their physical characters, mineralogy, texture and structure:

Sandstone, limestone, shale, conglomerate, clay and coal. 1½ x 2 = 3

Drawing, labelling and study of the morphological characters of the following fossils with mention of their respective age-range: *Spirifer*, *Productus*, *Terebratula*, *Unio*, *Ostrea*, *Exogyra*, *Pecten*, *Cardita*, *Conus*, *Physa*, *Turritella*, *Nautilus*, *Perisphinctis*, *Glossopteris*, *Gangamopteris*, *Vertebraria* and *Ptillophylum*. 2 + (2 x 4) = 10

Identification of rocks from Meghalaya on the basis of their stratigraphic position, age and characteristic lithological features :

Mylliem Granite, Khasi Greenstone, Quartzite and Phyllite of the Shillong Group, Sylhet Trap, Mahadek Sandstone, Therria Sandstone, Lakadong Limestone, Prang Limestone, Tura Sandstone, Siju Limestone. 1 x 4 = 4

Recognition in hand specimens of the following economic minerals on the basis of physical characters and chemical composition:

Galena, sphalerite, chalcopyrite, hematite, magnetite, chromite, asbestos, bauxite and pyrolusite. 2 x 4 = 8

Field work of 4 (Four) days duration as per the requirement of the syllabus and Viva voce 3 + 2 = 5

**Reference Books:**

1. Laboratory Manual of Geology – A. K. Sen (Modern Book Agency, Calcutta, 1995)
2. A Handbook Of Economic Geology – A. K. Sen and P. K. Guha (Modern Book Agency, Calcutta, 1993)
3. Invertebrate Palaeontology – H. Woods (CBS, 1985)
4. Field Geology – F. H. Lahee (McGraw Hill)

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**ANTHROPOLOGY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory – 70 marks  
Practical – 30 marks

**PART I: THEORY**  
**(Total 48 Periods)**

- 1. Hominid Evolution (12 Periods)**
  - i. Australopithecine.
  - ii. Homo – Erectus
  - iii. Homo – Neanderthal.
  
- 2. Human Adaptation (12 Periods)**
  - i. Concept of Adaptation
  - ii. Morphological adaptation
  - iii. Ecological adaptation (cases of Mountain, Desert, Coastal & Riverine)
  
- 3. Human Growth (12 Periods)**
  - i. Concept of Growth.
  - ii. Stages of growth.
  - iii. Factors responsible for growth and development.
  
- 4. Human Race (12 Periods)**
  - i. Race formation.
  - ii. Major races of the world
  - iii. Classification of Indian population by Risley and Guha.

**PART II: THEORY**  
**(72 Lectures)**

- 1. Human Cultural Evolution (12 Periods)**
  - i. Emergence of life on earth, geological time-scale and cultural – chronology.
  - ii. Nature, Causes and Evidences of Glaciation
  - iii. Bio-cultural Mechanism Behind the evolution of Man.
  
- 2. Prehistoric Technology (12 Periods)**
  - i. Techniques of tool-making.
  - ii. Paleolithic typologies (Chopper, Hand-axes and Cleavers)
  - iii. Mesolithic and Neolithic typologies (Microliths and Celts)

- 3. Main features of Prehistoric Cultures (12 Periods)**
- i. Paleolithic: Lower, Middle & Upper Paleolithic cultures.
  - ii. Mesolithic & Neolithic cultures.
  - iii. Prehistoric Arts.
- 4. Political Aspect of Society (12 Periods)**
- i. Traditional Political structure in tribal societies
  - ii. Sanctions and Taboo, Customary Law and Statutory Law.
  - iii. Justice and punishment in tribal societies.
- 5. Gender and Culture (12 Periods)**
- i. Concept of Sex and Gender, Gender Roles and Socialization
  - ii. Women in the Public and Private domain
  - iii. Women's status in North-East India (Patrilineal and Matrilineal societies)
- 6. Indian Society (12 Periods)**
- i. Caste: Origin, formation and characteristics of caste; concept of Schedule Caste and OBC.
  - ii. Tribe: Concept of Tribe, Tribal Problems and Welfare measures.
  - iii. Social change in India: Culture contact, Sanskritization and Modernization.

**PART III: PRACTICAL  
(30 Classes)**

- 1. Prehistoric Culture (15 Periods)**
- Drawing and identification of the following:
- i. Chopper, Handaxe & Cleavers (5 Nos.)
  - ii. Blades and Scrapers (4 Nos.)
  - iii. Microliths, Celts and Ring-stones (6 Nos.)
- 2. Human Bones (15 Periods)**
- Drawing and identification of the following:
- i. Long bones (4 Nos.)
  - ii. Flat bones (2 Nos.)

**Reference Books:**

Bhattacharya D. K. 1997 (1<sup>st</sup> published 1973). *Prehistoric Archeology (A Comparative Study of Human Succession)*. Delhi Hindustan Publishing Corporation (India).

Basu Roy, Indrani. 2003. *Anthropology: The Study of Man*. New Delhi. S. Chand & Company Ltd.

Das, B. M. *Outlines of Physical Anthropology*. Allahabad.1997 (1<sup>st</sup> Published 1961. Kitab Mahal)

Das, B. M.and Deka, R.1992. *Practical in Physical Anthropology*. Allahabad. Kitab Mahal

Doshi S.L. and Jain, P. C.2001. *Social Anthropology*. New Delhi. Rawat Publications.

Hasnain Nadeem. 1992. *General Anthropology*. New Delhi. Jawahar Publishers and Distributors.

Mair Lucy. 1984 (1<sup>st</sup> published 1965). *An Introduction to Social Anthropology*. New Delhi. Oxford University Press

Jha Makhan. 1994. *An Introduction to Social Anthropology*. Vikas Publishing House Pvt. Ltd.

Sarkar, R.M 1994. *Fundamentals of Physical Anthropology*. Calcutta. Book World Publishers.

Scupin, Raymond and Decorse, Christopher R. 2005.*Anthropology: A Global Perspective*. New Delhi. Prentice-Hall of India.

Srivastava, A.R.N. 2005. *Essentials of Cultural Anthropology*. New Delhi. Prentice-Hall of India.

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**STATISTICS**  
**CLASS – XII**

100 marks  
3 (three) hours

**GROUP – A**

1. **Mathematical expectation:** Definition of random variable and expectation. Statement of theorem on the expectation of sum and product of several variables. (Proof not necessary) Simple problems.
2. **Standard distribution:** Definition of Bernoulli trials, Binomial, Poisson and Normal distributions. (Their definitions, expressions for mean and standard deviation, properties, example and simple problems involving their uses, no derivations).

**GROUP – B**

1. **Index Numbers:** Construction and use of index numbers; Simple and weighted relative of aggregates and averages of relatives; Laspeyre's, Paasche's, Marshall Edgeworth's and Fisher's formulae.
2. **Time Series:** Components of time series and moving average. To determine trends. (Only free hand smoothing and method of moving averages).

**GROUP – C**

**Sample survey:** Sampling versus census; sources of errors in a survey – sampling and non-sampling: simple random sampling (definitions, uses, expressions for estimation of mean, total and standard deviations). Stratified random sampling; definition, uses, advantages, expression for the estimates of mean and total. (Derivation is not necessary).

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**ELECTIVE ENGLISH**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	15 marks
II.	Poetry	-	15 marks
III.	Fiction	-	25 marks
IV.	Drama	-	25 marks
V.	Reading/Writing	-	20 marks

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**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

1. The Conquest of Malaria – *T. C. Bridges & H. H. Tiltman*
2. On The Rule of the Road – *A. G. Gardiner*

**II. POETRY**

**Poems To Be Read:**

1. The Highwayman – *Alfred Noyes*
2. The Solitary Reaper – *William Wordsworth*
3. On His Blindness – *John Milton*

**III. FICTION**

The Guide - *R. K. Narayan*

**IV. DRAMA**

Arms and the Man - *Bernard Shaw*

**V. Reading/Writing**

- a) Phonology (Phonology or the study of sounds is not included for written examination)
- b) Comprehension  
(Unseen)  
Poetry of fifteen lines followed by short questions to test interpretation and appreciation.
- c) Essay: Argumentative, Discursive, Reflective, Narrative and Descriptive.

- No Textbook has been recommended for Grammar & Phonology.

***Recommended Textbooks:***

- 1. Gateways to Prose and Poetry – R. S. Macnicol**  
Published by – Oxford University Press, Danish Road, Pan Bazar,  
Guwahati – 781001
  
- 2. Novel: The Guide (Unabridged) – R. K. Narayan**  
Published by – Indian Thought Publications  
New No. 38, Thinakachalam Road, T. Nagar, Chennai – 600017
  
- 3. Arms And The Man – Bernard Shaw**  
Published by – Orient Blackswan Private Limited, H. B. Road,  
Mission Compound, Pan Bazar, Guwahati – 781001.

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**ASSAMESE (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A.	Prose	-	30 Marks
B.	Poetry	-	30 Marks
C.	Drama	-	20 Marks
D.	History of Assamese Literature	-	20 Marks
<b>Total</b>			<b>- 100 Marks</b>

**A. Prose: Prabandhawali: Guwahati University**

**Pieces To Be Read:**

1. Omar Khaiyam – *by Jatindranath Dowerah*
2. Sahitya Sadhana Art aru Ruchi – *by M. Neog*
3. Madhavdevar Rachanat – *by S. N. Sarmah Dhaltiras*

**B. Poetry: Kavya**

**Pieces To Be Read:**

1. Khatasuh-Badh – *by Rama Saraswati*

**C. Drama:**

**Pieces To Be Read:**

1. Maariban Ajan – *by Sarada Bardaloi*

**D. History of Assamese Literature**

**Topics To Be Read:**

1. Assamiya Vaiwava Sahitya (Sankardev, Madhavdev and Battadev)
2. Adhunik Assamiya Sahitya (1826 – 1910) (Michanarir Avadan and General idea of Janaki writers)

**RECOMMENDED BOOKS:**

1. Assamiya Sahityar Dristipat – *by Hemanta Kumar Sarmaah*
2. Assamiya Sahityar Katha – *by Satendra Goswami*
3. Assamiya Sahityar Chamu Buranji – *by Jatindranath Goswami*

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**BENGALI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Bibidha Prabandha – Bankim Chatterjee	-	20 marks
II.	Prayaschitta (Drama) Rabindranath Tagore	-	30 marks
III.	Pre- University Poetry Selection	-	30 marks
IV.	History of Bengali Literature	-	20 marks
<b>Total</b>			<b>- 100 marks</b>

**I. Bibidha Prabandha – Bankim Chatterjee**

**Pieces To Be Read:**

- 1) Banglar nabya Lekhadiger Prati
- 2) Banglar Itihas
- 3) Bhalobasar Atyachar
- 4) Anukaran

**II. Prayaschitta (Drama) Rabindranath Tagore**

**Portions To Be Read:**

The Whole Drama

**III. Pre – University Poetry Selection**

**Pieces To Be Read:**

- 1) Purbarang
- 2) Padukagrahan
- 3) Annandar Atmaparichaya O Bhabananda Bhabane Gaman
- 4) Dasananer Bilap
- 5) Satisunya Kailas
- 6) Prasna
- 7) Abar Asiba Phire
- 8) Sree Kshetre

**IV. History of Bengali Literature**

**Portions To Be Read:**

Charyapad theke Bharat Chandra parjanta.

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**GARO (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1. Prose	-	55 marks
2. Dakmesokani (Drama)	-	30 marks
3. Garo Grammar	-	15 marks

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**Total = 100 marks**

**I. PROSE**

**RECOMMENDED TEXTBOOKS:**

**A. Chigitchakgreni Nokma by Icylian R. Marak**  
- Published by Tura Book Room, Tura.

**B. Maniani Bidik by Mihir N. Sangma**  
- Published by Tura Book Room, Tura.

**Pieces To Be Read:**

- a) Asi Malja
- b) Nokpante

**II. DAKMESOKANI (ONE ACT PLAY)**

**RECOMMENDED TEXTBOOK:**

**Dak Ge·sao Dakmesokani by Viola Sonachi B. Sangma**  
- Distribution: Mrs V. S. B. Sangma,  
Upper Chandmari, Tura, West Garo Hills,  
Meghalaya – 794002.

**The Prescribed Pieces are:**

- a) Do·sia
- b) Watanggimin Ripeng

**III. GRAMMAR**

**RECOMMENDED TEXTBOOK:**

**A·chik Grammar Bak III & IV by E. G. Phillips**  
- Published by - Tura Book Room, Tura.

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**HINDI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	30 marks
II.	Poetry	-	30 marks
III.	Rapid Reader	-	15 marks
IV.	Essay	-	10 marks
V.	Shabda-shakti, Rasa, Alankar	-	15 marks

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**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

- |    |                                 |   |                                  |
|----|---------------------------------|---|----------------------------------|
| 1. | Premdhan Ki Smritichchaya       | - | Ramchandra Shukla                |
| 2. | Sumirini Ke Manke               | - | Pundit Chandradhar Sharma Guleri |
| 3. | Kachcha Chittha                 | - | Brajmohan Vyas                   |
| 4. | Gandhi, Nehru aur Yasser Arafat | - | Bhishm Sahini                    |
| 5. | Doosra Devdas                   | - | Mumta Kaliyan                    |

**II. POETRY**

**Poems To Be Read:**

- |    |                        |   |                                   |
|----|------------------------|---|-----------------------------------|
| 1. | Devsena Ka Geet        | - | Jaishankar Prasad                 |
| 2. | Geet Gane Do Mujhe     | - | Suryakant Tripathi Nirala         |
| 3. | Yah Deep Akela<br>Agya | - | Sachchidanand Heeranand Vatsyayan |
| 4. | Satya                  | - | Vishnu Kher                       |
| 5. | Bharat-Ram Ka Prem     | - | Tulsidas                          |
| 6. | Barahmasa              | - | Malik Muhammad Jayasi             |

***Recommended Textbook for Prose & Poetry:***

**Antaraa Bhag – 2**  
- NCERT Publications

**III. Rapid Reader**

**Pieces To Be Read:**

- |    |                  |   |                     |
|----|------------------|---|---------------------|
| 1. | Surdas Ki Jhopri | - | Premchand           |
| 2. | Aarohan          | - | Sanjeev             |
| 3. | Biskohar Ki Mati | - | Vishwanath Tripathi |
| 4. | Apna Malwa       | - | Prabhash Joshi      |

***Recommended Textbook for Rapid Reader:***

**Antaral Bhag – 2**  
- NCERT Publications

**IV. Shabda – Shakti, Rasa, Alankar**

1. Shabda: Shakti – Abhida – Lakshana, Vyanjana.
2. Rasa: Sthayi – bhava, Vibhava, Anubhava, Sanchari – bhava, Rasa – Nishpatti
3. Alankar: Anuprasa, Yamak, Shlesha, Uparna, Roopak, Utpreksha, Drishtanth, Manaveekaran.

***Recommended Textbook:* Sahitya Shastra Parichaya – Prem Swaroop Gupta**  
- NCERT Publications.

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**KHASI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1) Theory and Criticism	-	10
2) Poetry	-	30
3) Drama	-	25
4) Novel	-	25
5) Folklore	-	10

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**Total = 100 marks**

**1. THEORY AND CRITICISM**

**Recommended Textbook**

Katto Katne Shaphang Ka Sonnet  
by B. L. Swer

**Pieces To Be Read**

Chapter 1 and Chapter 2

**2. POETRY**

**Recommended Textbooks**

1) Na Dymmiew Tngen by Edward Dkhar

**Pieces To Be Read**

Chapter 3: “Ka Snap B’la Jah”  
Chapter 12: “Phi Dei Ma Phi”

ii) Ha Ki Sur Ka Poetry by S. S. Majaw

Chapter: “Ka Shnong Jingthala”

iii) Ki Sur Shongsbai by K. W. Nongrum

Chapter: “Ka Saia Nongrum”

**3. DRAMA**

**Recommended Textbook**

- Ka Sohpdung Ki Jingphohsniew by W. D. Jyrwa.

**4. NOVEL**

**Recommended Textbook**

- U Klop by C. Wolflang

**5. FOLKLORE**

**Recommended Textbook**

Ki Khana Nongtymmen Na Ki  
Tnum Soppring U 7 Trep  
by E. W. Dkhar

**Pieces To Be Read**

Chapter II: “Ka Panshandi”  
Chapter XXXII: “U Sim Tyngwieng”  
Chapter XXXVI: “Ka Sunapani”  
Chapter XXXVIII: “Tiew Lalyngngi Pep Shad”.

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**MIZO (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I. Hla (Poetry)	-	25 marks
II. Thu (Prose)	-	25 marks
III. Fiction	-	25 marks
IV. Drama	-	25 marks

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**Total = 100 marks**

**I. HLA (POETRY)**

**Pieces to be read:**

1.	Chai Hla	-	Hla 8
2.	Chawngchen Zai	-	Hla 8
3.	Ram Hmangaihna hla	-	R. L. Kamlaha
4.	Zoram Ka Ram	-	Kaphleia
5.	Parnawi Thang Vulna	-	Liandala
6.	Khuanuleng Chawi	-	Hrawva
7.	Kan Sutpui Ber	-	R. L. Thanmawia
8.	Ka Nu	-	P. S. Chongthu
9.	Chunnu	-	Biakliana
10.	Chul Ram Ka Thlir	-	C. Zachhungna
11.	Nungchate	-	R. Rochungnunga
12.	Zun	-	C. Chhuanvawra
13.	Pum	-	James Dokhuma
14.	Ka Hmaah Luiral Khaw Mawi	-	Zumi
15.	Ka Awmkhawhar Changin	-	Zasiama

**II. THU (PROSE)**

**Pieces to be read:**

1.	Mi Puitling	-	Lalena
2.	Nun Puitling	-	C. Vanlallawma
3.	Awithangpa Hla Phuah Thiamzia	-	R. Lallianzuala
4.	Mizo Zai Leh Hla	-	C. Lalsiamthanga
5.	Mizo, Hnam Leh Sakhua	-	Lal Rinawma
6.	Mi Huaisen	-	J. Malsawma
7.	Nihawi Par	-	Vanneihthuanga
8.	Duhthusam	-	P. L. Liandinga
9.	Kan Nun Khuarei A Chang Tur Hi	-	C. Thuamluaia
10.	Zirlaite Hnena Thuchah	-	Zikpuii pa
11.	Mizo Arsi Hriat Dan	-	Liangkhaia
12.	America Ram Ha Hmuh Dan	-	R. Vanlawma

**III. FICTION****Pieces to be read:**

- |    |                      |   |                |
|----|----------------------|---|----------------|
| 1. | Lal Hlau Lo Thi      | - | Lalzuia Colney |
| 2. | Lallianvunga Vanglai | - | H. Thangkhuma  |

**IV. DRAMA****Pieces to be read:**

- |    |                         |   |                          |
|----|-------------------------|---|--------------------------|
| 1. | Tlai ngai lo Pathian    | - | Liansailova              |
| 2. | The Taming of the Shrew | - | P. L. Liandinga (Lehlin) |

**RECOMMENDED TEXTBOOKS:**

- |    |   |   |   |
|----|---|---|---|
| 1. | <b>Mizo – XII (Elective) by MBSE</b>  | - | Baptist Literature Service<br>Serkawn, Lunglei. |
| 2. | <b>The Taming of the Shrew (Drama) -<br/>Translated by P. L. Liandianga</b> | - | do -  |
| 3. | <b>Lal Hlau Lo Thi (Fiction)<br/>by Lalzuia Colney</b>                      | - | do -  |

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**NEPALI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Literature	-	60 marks
Grammar	-	15 marks
Reading Unseen	-	10 marks
Composition & Writing	-	15 marks

**Total = 100 marks**

**A. NOVEL (30 marks)**

**Pieces To Be Read:**

Basai

-

**Writer**

Lil Bahadur Chettri

- Sajha Prakashan, Kathmandu

**B. DRAMA (30 marks)**

**Pieces To Be Read:**

Masan

-

**Writer**

Gopal Prasad Rimal

- Sajha Prakashan, Kathmandu

**C. GRAMMAR (15 marks)**

**Pieces To Be Read:**

**1. Ramro Rachana Mitho Nepali**

by Krishna Prasad Parajuli

- Sahayogi Press, Kathmandu

**2. Madhyamik Nepali Vyakaran Ra Rachana**

by Shree Raj Prakashan, Darjeeling

Chapters: Chanda Parichaya, Alankar, Wachya, Shabdabibhau, Karak Ra Vivakti, Ras Parichaya

**D. COMPOSITION & WRITING**

**(i) Letter Writing and Essay Writing**

**(15 marks)**

**(ii) Reading Unseen**

**(10 marks)**

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